

THE PREPARATION OF INSTRUCTIONAL MATERIALS FOR
ORIENTATION OF GRADE VIII STUDENTS TO THE
CONCEPTON BAY SOUTH PRE-VOCATIONAL COURSES

CENTRE FOR NEWFOUNDLAND STUDIES

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THE PREPARATION OF INSTRUCTIONAL MATERIALS FOR
ORIENTATION OF GRADE VIII STUDENTS TO THE
CONCEPTION BAY SOUTH PRE-
VOCATIONAL COURSES

A Project Report
Presented to
the Faculty of Education
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Master of Education

by



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ABSTRACT

The objective of this project was to devise materials and bring together information that could be used by guidance personnel and teachers to help the grade eight student make pre-vocational course choices for grade nine at the Conception Bay South District Vocational School.

Out of this overall objective there developed three sub-objectives which were as follows:

1. The development of an information package to be used by guidance personnel and teachers to help the grade eight student make pre-vocational course choices for grade nine at the Conception Bay South Pre-Vocational Pilot Project.
2. The development of an annotated bibliography on the pre-vocational courses and related areas that could be drawn on by teachers and counselors to provide readily available career guidance information for grade eight students.
3. The development of ten slide-tape presentations, one on each pre-vocational course, to be used by teachers and counselors to give the grade eight student an insight into what is involved in each course offered by the Conception Bay South

Pre-Vocational Pilot Project.

The achievement of each objective resulted in three products as follows:

1. An information package for teachers and counselors.
2. An annotated bibliography.
3. Ten slide-tape presentations.

This project took approximately six hundred and ten man hours to complete, and its approximate cost was \$533.88. for materials.

The overall evaluation of the three products was carried out by teachers, counsellors, a panel of experts, grade eight students, and grade nine students. All evaluators determined that the products were suitable for the purposes for which they were designed.

The limiting factors in this project were as follows:

1. The amount of time that was available if the products were to be ready for the school year beginning in September of 1973.
2. Because of the time factor involved, the slides in some of the presentations do not completely cover the course.
3. The technical quality of the slide-tape presentations is limited in some cases.
4. The amount of money that was available for the preparation of the project.

5. Pre-vocational course content can be expected to change, and more up to date materials will be brought into the Department of Education, Audio-Visual Division. These factors may cause the present materials to become outdated.

As a result of the project a number of recommendations were made. For use, the recommendations included getting the products into the schools where they can do the most good, using the information package and the slide-tape presentations for public relations purposes, having the information package drawn up into a handbook for students, having the information in the annotated bibliography distributed to guidance counsellors for use in their guidance programs, and having the materials examined for use elsewhere if the pre-vocational program is extended to other areas in Newfoundland. For improvement of the products, the recommendations included having the slide-tape presentations made over in other forms if the appropriate equipment cannot be made available, making improvements in the technical quality of the slide-tape presentations, having people in the actual occupations filmed for inclusion in the career areas discussed on the tape, having the materials on the typing course revised subsequent to the implementation of the new business fundamentals course, and having the electronics slide-tape presentation re-edited before it is presented

to students. The general recommendations included having the three products brought up to date when they become obsolete, and having provision made for updating of the guidance materials available from the Department of Education, Audio-Visual Division.

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SECTION I.

STATEMENT OF OBJECTIVES AND SIGNIFICANCE

I. STATEMENT OF OBJECTIVES

The objective of this project was to devise materials and bring together information that could be used by guidance personnel and teachers to help the grade eight student make pre-vocational course choices for grade nine at the Conception Bay South District Vocational School.

Out of this overall objective there developed three sub-objectives which were as follows:

1. The development of an information package to be used by guidance personnel and teachers to help the grade eight student make pre-vocational course choices for grade nine at the Conception Bay South Pre-Vocational Pilot Project.
2. The development of an annotated bibliography on the pre-vocational courses and related areas that could be drawn on by teachers and counselors to provide readily available career guidance information for grade eight students.
3. The development of ten slide-tape presentations, one on each pre-vocational course, to be used by

teachers and counselors to give the grade/eight student an insight into what is involved in each course offered by the Conception Bay South Pre-Vocational Pilot Project.

The achievement of each objective resulted in three products as follows:

1. An information package for teachers and counselors.
2. An annotated Bibliography.
3. Ten slide-tape presentations..

II. EDUCATIONAL SIGNIFICANCE OF THE PROJECT

The four schools at Manuels, Foxtrap, and Avondale, Newfoundland have students attending the pre-vocational courses at the District Vocational School for Conception Bay South. For these schools there has been a problem in helping the grade-eight students choose the four pre-vocational courses that they wish to explore in their grade nine school year. This point was emphasized during informal talks on the pre-vocational courses with the grade nine students at the Roncalli High School and Assumption Junior High School, both of which are in Avondale. It seemed that despite the orientation procedures devised for the grade eight students in the 1971-1972 school year, many of the students were unfamiliar with what the pre-vocational courses actually contained, and the implications

3
of this for further vocational development.

Every effort needs to be made to ensure that students are given full opportunity to make wise choices in the pre-vocational areas that they wish to explore. If the Pilot Vocational School Project is to have true worth, the student should be able to choose courses that are in line with his interests and expectations. It follows that it is necessary for the student to understand what he is undertaking.

At the time this project was undertaken, information about the pre-vocational courses was unavailable in a form which was useful in developing occupational or vocational informational programs for students affected by the Pilot Vocational School Project. The materials made available by this project could be the basis for a more extensive program in vocational guidance.

If the Pilot Vocational Project is deemed a success, it is possible that it will be adopted in other areas of the province. The materials produced for this area, with some adaptations, could be adopted for use in other areas as well.

III. BACKGROUND OF THE CONCEPTION BAY SOUTH PRE-VOCATIONAL PILOT PROJECT

In order to facilitate understanding about the pre-vocational courses in which the grade nine students

are involved at the Conception Bay South Pre-Vocational pilot Project, it will be necessary to give an explanation of the background for this same project. This section will present a brief summary of the events leading up to the start of that Project.

Its Beginning

Concern developed over the high drop out rate in Conception Bay Centre and in Conception Bay South, specifically within the Roman Catholic School Board in Conception Bay Centre and within the Integrated School Board in Conception Bay South. These concerns were voiced at a meeting held at the District Vocational School at Seal Cove. At a second meeting attended by the Director of Vocational Education for the Province, a firm belief was expressed by the Director that if vocational education was carried downward into the high school, it would help to solve the drop out problem. Out of these meetings a plan was devised for establishing such a program at the Conception Bay South District Vocational School (A Pilot Project Report, 1972).

Purpose of the Conception Bay South Pre-Vocational Pilot Project

It was hoped to develop a high school program which would be of interest to a higher proportion of students than the traditional academic programs. The

Planning Committee established the following objectives for the Pre-Vocational Pilot Project:

1. To provide for students experience with basic skills used in industry.
2. To give pupils insight into various occupations and into their own abilities so that they would be able to make a wise choice on their future careers.
3. To give greater relevance to the academic content of the curriculum.
4. To improve the retention rate in high school (A Pilot Project Report, 1972).

Brief Presented to the Minister of Education

A brief was presented to the Minister of Education by the various school boards in the Seal Cove area concerning a "Pilot Project" that would help to alleviate the problems faced by the schools in this area. It proposed integrating "pre-vocational courses" into the regular school program. The school boards expressed the opinion that this move in education would help to reduce dropout numbers (Kirby and Boone, 1970).

Pilot Project Proposal

The brief which was presented to the Minister of Education had the following proposals:

1. That the District Vocational school be extended

to provide the necessary courses for high school students.

2. That the extension should include classrooms equipped for a variety of courses.
3. That the services of the school be made available to high school students for a certain portion of the week.

In conclusion, the brief added that if this pilot project worked in Seal Cove, a similar approach would be adopted in other areas of the province as well. The proposals outlined were accepted, and a committee was set up for the implementation of this program (Turpin, 1972, p. 10).

Pre-Vocational Courses

The courses designed for the high school students were not pre-employment courses. That is, they were not designed to enable a student to enter into a trade after he finished three years of the program at the vocational school. Rather, the courses were pre-vocational courses, designed to enable students to enter trade and technical courses with more preparation (Turpin, 1972, pp. 11-12).

The pre-vocational courses decided upon were the shop courses of woodworking and metalworking, and also courses in drafting, electronics, and agriculture. The three courses included in the home economics section

included cooking, home management, and sewing. The remaining two courses were beauty culture and typing. For the 1973-1974 school year, the typing course was revised and will be known as business fundamentals. Out of these ten courses, a grade nine student would get an opportunity to enroll in four in his beginning year.

IV. DEFINITION OF TERMS

This part of the report will give definitions of terms used either in the report, or in any of its associated appendices or products.

Level I. This is the introductory level to the pre-vocational courses which most of the high school students take during their first year at the Vocational School. In most instances the grade nine student will be involved at this level.

Level II. This is the second year level of any pre-vocational course. In most instances the grade ten student will be involved at this level.

Level III. This is the third year level of any pre-vocational course. It is only the grade eleven students who will be involved at this level.

Conception Bay South District Vocational School.

This is the name of the school where the pre-vocational

program is located. In popular usage this school is often referred to as the "Seal Cove District Vocational School" because it is located in the Seal Cove community.

V. ORGANIZATION OF THE REMAINDER OF THIS REPORT

The remainder of this report is organized into four sections. The next section will give an explanation of the three products, what they involve, and how they were decided upon. The third section will give the procedures followed in the development of the three products. Section IV is concerned with the evaluation of the three products. The last section, Section V, will be the conclusion and it will be concerned with the necessary equipment needed for using the products, how the project is limited, recommendations for use of the products, suggestions for improvements, and general recommendations.

SECTION II

SPECIFICATIONS FOR THE THREE PRODUCTS

The purpose of this section is to describe each product, and the rationale for the specifications for each product. The first part of this section deals with product number one, the information package. The second part of the section deals with the annotated bibliography, and the last part deals with the ten slide-tape presentations.

I. PRODUCT NUMBER I

The first product was the information package. This package was designed first to describe specifically each of the pre-vocational courses. It becomes more general as it brings in some of the occupations that are related to the various exploratory areas.

Baer and Roeber (1964, pp. 138, 152-154) refer to an information package which includes all, or almost all, aspects of an occupation or occupational field as an occupational monograph. It was with considerable adaptation from this type of monograph that the components for the information package were devised.

Since the overall objective of this project was to help the grade eight student make pre-vocational choices

for grade nine, it was necessary to adapt the information package to describe what the courses contained. Also, in keeping with the objective of the Conception Bay South Pre-Vocational Pilot Project, that of giving pupils insight into the various occupations, a section was included on careers associated with each pre-vocational course.

There are ten sets of materials in the information package, one for each pre-vocational course. Following is a list of the components of each set of materials in the information package:

1. A brief description of the course, including the course name, instructor in 1972-73, and the length of class meetings.
2. The goals of the course.
3. The activity involved in the course.
4. The setting, and the tools, machinery, or equipment used.
5. The careers that are associated with the course.
 - (a) The amount of training that is required to pursue such a career.
 - (b) Where people work in such occupations.
 - (c) Job demand on the worker (effort).
 - (d) Future outlook for this type of work.

II. PRODUCT NUMBER II

The second product was an annotated bibliography of the materials that could be used in vocational guidance, in particular with the grade eight student, but also having application to an overall career guidance program in the high school. Selection of audio-visual materials were limited to those available from the Newfoundland Department of Education, Audio-Visual Division since the source is the one most readily available to the Newfoundland school setting. Following is a list of the kinds of information supplied in the annotated bibliography:

1. The title of each tape, filmstrip, film or recording.
2. Whether the film or filmstrip is in colour or black or white.
3. The length of the films and tapes.
4. An indication of how old the materials are.
5. A brief description of the contents of the materials.
6. The appropriateness of the materials for large or small group work.
7. The grade levels for which the materials are appropriate.

Following is a brief discussion of the types of materials which are referenced.

Baer and Roeber (1964, p. 390) write that the

filmstrip is so valuable for use because of its flexibility. They claim that it is fairly easy for the teacher or counselor to add the necessary commentary, and for the group to stop for necessary discussion. Some of the filmstrips included in the bibliography were rather old, but they still contain an array of very pertinent information. In keeping with Baer and Roeber, the counselor or teacher should use these filmstrips, and supply additional information where necessary.

Baer and Roeber (1964, p. 390) go on to write about motion pictures, and advocate that those now available should be used with caution because most occupations are changing so rapidly. They strongly advise commentary from a knowledgeable adult so as not to misinform students. Most of the motion pictures that are included in the bibliography were fairly new, but in any case when these materials are used, close attention should be paid to the information that is supplied.

Tape recordings offer possibilities not fully realized by many teachers and counselors. Through their use the qualified worker or person knowledgeable in the field can present information either to small or large groups (Baer and Roeber, 1964, p. 390). Tape recordings are fairly easy to copy, and most schools can either copy their own or have the Newfoundland Department of Education, Audio-Visual Division make copies for them if the borrowers

supply blank tapes. Most of those included in this bibliography were fairly new, and the information provided can be extremely valuable. In many respects the disc recordings can be made use of in the same way as the tape recordings.

Included as well in the bibliography is the SRA career kit (Occupational Exploration Kit). This package includes references to four hundred different occupations, many of which are associated with the pre-vocational courses at the Conception Bay South District Vocational School. The materials in this kit are revised by the publishers when the material is outdated. The only disadvantage for Newfoundland schools is that the material in some respects is American oriented. If it is used with this possible limitation in mind, the benefits gained can be tremendous.

III. PRODUCT NUMBER III

The third product was ten slide-tape presentations, one for each pre-vocational course. Since the overall objective of this project was to devise materials that could be used by guidance personnel and teachers to help the grade eight student make pre-vocational course choices for grade nine, the aim in preparing these slide-tape presentations was to make them as much like the actual course as possible. To this end the following components

for the presentations were drawn up.

Components of Each Set of Slides

1. Start tape and focus slide.
2. Introduction slide.
3. Five slides showing the school principal.
4. Three slides showing the District Vocational School.
5. Title slide.
6. Production slide.
7. Two slides for acknowledgments.
8. Instructor (alone and several slides with students).
9. Setting (several slides with and without students).
10. Tools, machinery, or equipment (several slides with and without students).
11. Students in different work settings (several slides).
12. Projects (several slides).

Components of Each Tape

1. Principal of the Vocational School
 - (a) Here the principal explains what the pre-vocational courses are trying to do.
 - (b) He also gives emphasis to the grade nine, level one courses as being of an exploratory nature.
2. The instructor is introduced as an instructor in

this pre-vocational course.

3. The instructor gives the aims or goals of the course, and the activity involved in the course.
4. The instructor explains about the setting.
5. The instructor explains about the tools, machinery or equipment.
6. The instructor explains what the students are doing in different work.
7. The instructor and the students explain the projects.
8. The students comment on the course.
9. The instructor gives the careers that are in line with this exploratory course.

With each of the slide-tape presentations, the introduction by the principal is standard. If all the presentations were shown at any one time, this could become rather monotonous, but it was visualized that each presentation would be shown at different times. Therefore, it was decided to include this part in each presentation to remind students and others of the exploratory nature of the course, and generally what it is trying to achieve.

Some of the presentations depart slightly from the outline of components of each tape. These adaptations were necessary because of technical or other problems in the making of the tape. The most noted adaptation occurs

in the presentation about the typing course where it was necessary to present two instructors as the course was undergoing complete revision. Both a new course and a new instructor were to be included for the 1973-74 school year. All of the presentations, however, follow the same basic format.

Table 1 shows the slide-tape presentation titles, the number of slides in each presentation, and the length of each tape to the nearest minute.

TABLE 1
TITLES, SLIDES, AND TAPES

| Title | Number of Slides | Tape Time (Nearest Minute) |
|--------------------|---------------------|-------------------------------|
| 1. Agriculture | 54 | 13 |
| 2. Beauty Culture | 54 | 12 |
| 3. Cooking | 50 | 9 |
| 4. Drafting | 56 | 12 |
| 5. Electronics | 50 | 11 |
| 6. Home Management | 59 | 15 |
| 7. Metal Working | 52 | 9 |
| 8. Sewing | 47 | 10 |
| 9. Typing | 59 | 14 |
| 10. Woodworking | 47 | 11 |

SECTION III

PROCEDURES

The idea for this project was suggested to the writer during a tour of the pre-vocational facilities at the Conception Bay South District Vocational School. From early January until March, 1973, ideas were gathered concerning the types of information which could serve grade eight students in selecting their grade nine pre-vocational courses. From these a proposal was developed, which was approved by the Vocational School Principal in March, 1973. In the month following, meetings were held to outline the various areas of responsibility of Vocational School personnel, and to make arrangements for the technical assistance necessary to carry out the project.

The purpose of this section is to describe the procedures involved in completing the three products. The first part of the section deals with the procedures for completing product number one, the information package. The second part describes the procedures in the completion of product number two, the annotated bibliography. The third part explains the procedures for the completion of product number three, the ten slide-tape presentations. Finally, the last part deals with the project as a whole, including a schedule of

events, different tasks in the project, and the overall cost.

I. PRODUCT NUMBER I

The information package was divided into ten separate parts, one for each course. Each part was divided into five sub-parts. In most cases, it was possible to complete sub-parts one and two, on the brief description of the course and the goals of the course, by referring to the course outlines which were prepared by the Vocational School instructors. Where additional information was necessary, individual instructors were consulted.

Sub-parts three and four on the course activity and the setting, tools, machinery, or equipment used were prepared by the instructors. In addition, they outlined some of the careers that were associated with their specific course. Sub-parts one, two, three, and four of the agricultural information package were prepared from the instructor's course outline, and from a tape that had been done with him for another product of the project.

Sub-part five of each part of the information package, on the careers in line with each course, was prepared in part by the Supervisor of Curriculum, Instruction, and Staff Training of the Newfoundland Department of Education, Vocational Division. The

information which he provided was supplemented by information from the SRA kit (Occupational Exploration Kit).

II. PRODUCT NUMBER II

The annotated bibliography consists of relevant films, filmstrips, recordings, tapes, and other guidance materials. As was mentioned earlier in the report, it was decided to limit the audio-visual materials to those that could be obtained from the Newfoundland Department of Education, Audio-Visual Division.

The materials were reviewed and annotations were written to provide the user with an idea of their content. The Audio-Visual Division catalogues contained a short description of the films that were previewed, but it was necessary to add to the information in each case.

For the other materials, a short annotation was written briefly explaining the material, and a short section dealt with the appropriateness for certain audiences and grade levels.

III. PRODUCT NUMBER III

The most demanding part of the project in time and energy was the preparation of the slide-tape presentations. Arrangements had to be made for the procurement of materials and the processing of films. Schedules were devised to conform to times most convenient

to the instructors. Processing of the film had to be arranged for the convenience of the technician, and to maintain economy. The photography was done by the writer, and it was necessary to cut the film and mount approximately one hundred slides for each slide-tape package. Interviews were conducted, scripts were prepared, and then all the materials had to be edited.

The first step in the production of the slide-tape presentations was to take pictures, and tape interviews based upon the specifications which have been described in a previous section. Approximately one-hundred pictures were taken of each pre-vocational course area from which the final selection of slides was made. About two hours of interviewing was necessary to produce the taped portion of each of the ten productions.

The next step in preparing the slide-tape presentations was to decide on exactly what would be used in the tape and to produce a written script of each tape.

Technical assistance was obtained for the editing of the tape. The editing activity included the following steps:

1. Recording introductory commentary and questions on the tape.
2. Putting the total amount of desired information in order on the tape.
3. Editing the tape to produce a smooth sequence.

4. Putting music on the tape.
5. Making a stereo tape.
6. Putting inaudible signals on one track of the tape so as to change the slides at the correct time.
7. Pre-viewing the slide-tape presentation to ensure that it was working properly.

The final production step was the duplication of the introductory slides which were common to all the slide-tape productions.

IV. SUMMARY TABLES

Table 2 shows the schedule of events in the project from the beginning to the end. Table 3 gives an indication of the number of hours spent at individual tasks. Finally, Table 4 summarizes the approximate costs incurred in completing the project.

TABLE 2
SCHEDULE OF EVENTS

| Procedures | Date |
|--|------------------------------------|
| 1. Origin of idea | January 9, 1973 |
| 2. Formulation of project ideas | January 9, 1973 - March 8, 1973 |
| 3. Approval of proposal by school principal | March 9, 1973 |
| 4. Meetings with Vocational School Personnel to outline responsibility | April 9, 1973 - April 13, 1973 |
| 5. Arrangements for technical assistance | April 10, 1973 |
| 6. Information package activities | April 9, 1973 - July 20, 1973 |
| 7. Annotated bibliography activities | July 20, 1973 - July 31, 1973 |
| 8. Slide-tape presentation activities | April 16, 1973 - July 19, 1973 |
| 9. Preparation of report | July 2, 1973 - August 10, 1973 |

TABLE 3
ACTIVITY SUMMARY

| Activity | Estimated Time (in hours) |
|---|------------------------------|
| 1. Planning and organization | 50 |
| 2. Information package | |
| (a) preparation of sub-part one and two from course outlines | 20 |
| (b) organization, meeting with instructors, and preparation of sub-parts three and four | 30 |
| (c) organization, meetings, references and preparation of sub-part five | 40 |
| 3. Annotated bibliography | |
| (a) reviewing materials and writing annotations | 65 |
| 4. Slide-tape presentations | |
| (a) filming | 45 |
| (b) taping | 32 |
| (c) slide mounting | 45 |
| (d) title slides | 10 |
| (e) tape scripts | 40 |
| (f) film editing | 28 |
| (g) tape editing | 70 |
| (h) slide duplicating | 15 |
| 5. Evaluation | 20 |
| 6. Preparation of report | 100 |
| Total | 610 |

TABLE 4
PROJECT COSTS

| Item | Amount |
|------------------------|----------|
| 1. Direct Costs | |
| (a) film | \$100.00 |
| (b) tapes | 40.00 |
| (c) tape reels | 6.25 |
| (d) photo-chemicals | 70.00 |
| (e) tape editing | 150.00 |
| (f) slide reproduction | 18.00 |
| (g) title slides | 6.00 |
| (h) travel | 123.63 |
| 2. Indirect costs | |
| (a) film processing | 20.00 |
| Total | \$533.88 |

SECTION IV

EVALUATION

Each of the products of this project was evaluated separately. For the overall evaluation, the evaluators consisted of teachers, guidance counsellors, a panel of experts, grade eight students, and grade nine students.

The first part of this section deals with the evaluation of product number one, the information package. Next, the evaluation of product number two, the annotated bibliography is dealt with. The third part deals with the evaluation of product number three, the slide-tape presentations. The last part is concerned with the evaluation of the products as a whole.

The tables referred to in this section contain shortened forms of the questions. This was done to make the tables more concise. The tables dealt with in this fashion are Table 5, Table 6, Table 7, and Table 8. In each case the complete question can be seen by referring to the appropriate evaluation form in the appendices.

I. EVALUATION OF THE INFORMATION PACKAGE

The information package was evaluated by a group of seven guidance counsellors from the 1972-73 Guidance

and Counselling Class, Department of Educational Psychology, Memorial University of Newfoundland, and one teacher from Roncalli High School, Avondale, who has both knowledge of and interest in the pre-vocational courses at the Conception Bay South District Vocational School.

The evaluation form used in this evaluation is included as Appendix I. Table 5 summarized the answers received on the evaluation.

In general the evaluators felt that the information package would serve the purpose for which it was designed. All evaluators felt that the package would be of use in helping grade eight students make pre-vocational choices. Comments on this question were few with the general trend being that this package would be a great time saver, and that the package included the necessary information for the purpose of course decision making.

Concerning question number two, all evaluators felt that the package would be of use in an overall guidance program. Some of the comments included the following: that it would be a time saver; that it gave a very comprehensive picture of careers in the pre-vocational area; that it was favourable, but the use was limited to those pre-vocational subjects presented.

TABLE 5
EVALUATION OF INFORMATION PACKAGE

| Question | Number of Yes Responses | Number of No Responses |
|--|----------------------------|---------------------------|
| Useful in making pre- vocational choices? | 8 | 0 |
| Useful in an overall career guidance program? | 8 | 0 |
| Useful as a handbook for students? | 8 | 0 |
| Suggestions for improvement? | 1 | 7 |

In relation to question number three, all evaluators felt that the package had possibilities for being drawn up into a handbook for grade eight and grade nine students. The comments on this question were as follows:

1. "It would very definitely be helpful as a handbook."
2. "It would be useful, conditional on a qualified person going over the booklet with them."
3. "It will be useful providing that it is concise enough so as not to appear too bulky when presented to the students."
4. "It is an excellent idea, and the use of such material would be of paramount importance."

All of the evaluators except one felt that the information package did not need further improvement. The comment given by the person who disagreed said, "It should be made available to students as early as possible, and some editing would be necessary."

There were no further comments on this package.

III. EVALUATION OF THE ANNOTATED BIBLIOGRAPHY

The annotated bibliography was evaluated by the same group that evaluated the information package. This group of eight evaluators included seven guidance counsellors and one teacher.

The evaluation form used in this evaluation is included as Appendix II. Table 6 summarizes the answers received on the evaluation.

Generally, the evaluators felt that the annotated bibliography would serve the purpose for which it was designed. All evaluators felt that the bibliography would be useful in selecting materials to help grade eight students make pre-vocational course choices. The two comments given for this question were:

1. "It is a compact bibliography of guidance materials, and it should prove useful."
2. "It will offer adequate leads for somebody looking for such materials."

The evaluators all felt that the bibliography would be useful in selecting materials for an overall guidance program. The comments on question two were as follows:

1. "It will make a lot of previewing and reading unnecessary."
2. "It comprehensively covers the career guidance materials available and makes selection easy."

All those evaluating felt that enough information was given in the annotations. The comments included:

1. "Any more information might be cumbersome and too much to read."

TABLE 6
EVALUATION OF ANNOTATED BIBLIOGRAPHY

| Question | Number of Yes Responses | Number of No Responses |
|---|----------------------------|---------------------------|
| Select materials for pre- vocational course selection? | 8 | 0 |
| Select materials for overall career guidance? | 8 | 0 |
| More information needed? | 0 | 8 |
| Other improvements needed? | 2 | 6 |

2. "A general description is all that is necessary."

3. "All the necessary information is given."

Six of the evaluators felt that no further improvements were necessary in the bibliography. The other two offered the following comments:

1. "The materials should be categorized by tape, film, and filmstrip."
2. "It should be put into handbook or catalogue form with provision made for frequent updating."

There was one further comment which stated, "There is a real need for such a catalogue, and teachers should have easy access to it."

III. EVALUATION OF THE SLIDE-TAPE PRESENTATIONS

The slide-tape presentations were evaluated by three groups. After the first slide-tape presentation was completed--the one describing the woodworking course--it was presented to two groups of students. The first group was composed of fifteen grade nine students, who had completed the woodworking course during the year. The second group was made up of forty-five grade eight students, who had participated in a career guidance program during the year to prepare them to select pre-vocational courses.

The other nine presentations were completed

during the summer, and, therefore, no students were available. It was assumed, however, that the student evaluation would still apply since the same basic format was used throughout the presentations.

In any case, all ten of the presentations were evaluated by another group. This panel of experts was composed of four people who were familiar with the guidance aspects of the project.

Grade IX Evaluation

The evaluation form used with grade nine students is included as Appendix III. Table 7 shows the results of this evaluation.

All the grade nine students except one agreed that the presentation showed the course as it really was. The student who disagreed with this view did not comment on his reasons.

Nearly all the grade nine students felt that presentations such as the one viewed would have helped them to decide which pre-vocational courses to select when they were making their choices the previous year. The person who disagreed gave no reason for his opinion.

Twelve of the grade nine students felt that there was nothing that required greater emphasis in the presentation. ~~Three of the students felt that greater~~ emphasis was needed. Their comments were as follows:

TABLE 7

GRADE IX EVALUATION OF PRESENTATION

| Question | Number of Yes Responses | Number of No Responses |
|---|----------------------------|---------------------------|
| Shows the course as it really is? | 14 | 1 |
| Would have helped in grade nine decisions? | 14 | 1 |
| Greater emphasis needed in some areas? | 3 | 12 |
| Less emphasis needed in some areas? | 1 | 14 |
| Suggestions for improvement? | 3 | 12 |

1. "The student's point of view and comments should be given more emphasis."
2. "The presentation should have given greater emphasis to the projects."
3. "The slides should have shown more of the students in different work."

All of the students except one felt that there was nothing that required less emphasis in the presentation. The person disagreeing said, "The instructor did not have to be emphasized as much as he was."

Only three of the grade nine students had suggestions for improvement of the presentation. These included the following:

1. "If movie film were used, it would show exactly what was going on in the shop."
2. "Some of the bad points of the course and the teacher should also be shown."
3. "A closer look at the equipment would be an improvement."

There were no further negative comments, and when students did comment it was usually a comment like, "It was pretty good." One comment that was very significant was: "I wish we could have seen presentations like this at the beginning of the year before we made a choice."

Grade VIII Evaluation

The evaluation form used with the grade eight students is included as Appendix IV. Table 8 shows the results of this evaluation.

All forty-five grade eight students answered that they had taken part in guidance activities concerning the pre-vocational courses that they would take for the school year 1973-74. As well, all students agreed that the presentation gave them a better idea of what this particular course was all about. Only one student felt that similar presentations would not have helped in his pre-vocational choices for the 1973-74 school year. No reason was given for this opinion.

Only four students felt that there was a need for improvement in the presentation. One student said, "It would improve the presentation if students knew how long they had to work on different projects." The other three students said that a longer tape and more slides, could cover the course more thoroughly.

Thirty eight of the students gave further comments on the evaluation form. Only two of these comments were of a negative nature. One student wrote that the presentation was boring, and another student said that more student comments were necessary. Some of the other comments included the following:

TABLE 8
GRADE VIII EVALUATION OF PRESENTATION

| Question | Number of Yes Responses | Number of No Responses |
|--|----------------------------|---------------------------|
| Taken part in guidance activities? | 45 | 0 |
| Presentation of help in understanding course? | 45 | 0 |
| Would presentations help in making choices? | 44 | 1 |
| Suggestions for improvement? | 4 | 41 |

1. "The presentation was interesting, and would help students to decide on what courses to take at the Vocational School."
2. "The film was very good, and I would have liked to have seen a presentation like this on every course."
3. "This presentation explained woodworking the best yet."

The remaining comments were along the lines of pretty good, good, all right, and interesting.

Expert Evaluation

Agriculture. The evaluation form used for this course, and a summary of expert answers are included in Appendix V.

All four of the evaluators thought that the agriculture presentation would be appropriate for grade eight students. Three of the evaluators felt that the presentation covered the aims of the course adequately, but one was unsure. All agreed that the presentation covered the course activities, setting, tools, machinery or equipment, and the projects adequately. Two of the

evaluators commented that possibly extra slides on the projects would have been helpful. One evaluator answered that he was unsure if the presentation covered the career area adequately, but the other three felt that it had. In fact, one evaluator commented that it was excellent in this area. Three of the evaluators felt that the technical quality was good, and the other answered that it was excellent for this presentation. There was a considerable difference of opinion as to its overall relevance for career guidance. One evaluator felt that it was excellent, two felt that it was good, and yet, one other felt that it was only fair.

Beauty Culture. The evaluation form used for this course, and a summary of expert answers are included in Appendix VI.

For beauty culture, all evaluators answered that the presentation was appropriate for grade eight students, and that it covered the aims of the course, the activities, the setting, the tools, machinery, equipment, and the projects adequately. One evaluator was unsure if the presentation covered the career area adequately, but the other three felt that it had. All evaluators felt that the technical quality of this presentation was excellent, and all except one felt that it would be excellent for career guidance. This person did, however, think that

it should be good for this purpose.

Cooking. The evaluation form used for this course, and a summary of expert answers are included in Appendix VII.

All evaluators answered that the cooking presentation would be appropriate for grade eight students, and that the aims of the course, activities, setting, tools, machinery, equipment, projects, and the career area were all handled adequately. It received an excellent technical rating from two evaluators, and a good rating from the other two. Likewise, two evaluators gave it an excellent rating for its overall relevance for career guidance, and two felt that it was good in this area. The comments on this presentation were: that it was especially good in the career area; and that it covered all areas really accurately and informatively.

Drafting. The evaluation form used for this course, and a summary of expert answers are given in Appendix VIII.

For drafting, all evaluators felt that the presentation was appropriate for grade eight students, and three evaluators felt that it covered the aims of the course adequately. The other person was unsure in this case. All those evaluating answered that the presentation covered the course activities and the

setting, tools, machinery, and equipment of the course adequately. For both the project area and the career area there were three affirmative answers and one unsure answer. In both cases it was the same evaluator who was unsure, but no reasoning was given for this. As a technical presentation, three of the evaluators gave it a good rating, and one evaluator said that it was fair. The latter person's reasoning for this was that the instructor's presentation was poor. As to the overall relevance for career guidance, two evaluators gave it an excellent rating, and two gave it a good rating.

Electronics. The evaluation form used for this course, and a summary of expert answers are given in Appendix IX.

The electronics presentation was judged to be appropriate for grade eight students by two of the evaluators. One evaluator was unsure, and the other said that it was not appropriate because of the terminology used. As far as the aims of the course were concerned, one evaluator said that they were covered adequately, while one other evaluator was unsure in this case. Two of the evaluators said that they were not because the instructor seemed to evade the question being asked. Two of the evaluators agreed that the course activities were covered adequately, while the

other two said that they were not. One evaluator said that the course activities weren't clear because the instructor seemed to be unsure of what he was saying. All evaluators agreed that the setting, tools, machinery, and equipment were dealt with adequately. Only one evaluator felt that the projects needed more emphasis. The other three felt that this area was handled favourably. Two evaluators felt that the career section was favourable, while the other two said that it wasn't because it was too rushed. Two evaluators gave it a technical rating of good, while the other two rated it as fair because the quality of the sound could have been better. One evaluator gave it a good rating for its overall relevance for career guidance, while the other three rated it as being only fair because of the difficult terminology, ambiguous statements, and the redundancy of the instructor's statements.

Home Management. The evaluation form used for this course, and a summary of expert answers are given in Appendix X.

In relation to the home management presentation, all evaluators said that the presentation was appropriate for grade eight students, and that the aims of the course, activities, setting, tools, machinery, equipment, projects, and the career area were all handled adequately.

All four of the evaluators gave it a good rating as to its technical quality. Three of the evaluators gave it an excellent rating as to its overall relevance for career guidance, while one evaluator rated it as being only fair in this area.

Metal Working. The evaluation form used for this course, and a summary of expert answers are given in Appendix XI.

For the metal working presentation all evaluators thought that it was appropriate for grade eight students, and that the aims of the course, activities, setting, tools, machinery, equipment, projects, and the career area were all handled adequately. It received an excellent rating for its technical quality from one of the evaluators, and the other three gave it a good rating. Three of the evaluators gave it an excellent rating for its overall relevance for career guidance, while the other person rated it as being good.

Sewing. The evaluation form used for this course, and a summary of expert answers are given in Appendix XII.

Concerning the sewing presentation, all evaluators felt that it was appropriate for grade eight students, and that the aims of the course, activities, setting, tools, machinery, equipment, projects, and the

career area were handled adequately. One evaluator gave it an excellent rating for its technical quality, while the other three rated it as being good. Likewise, one evaluator gave it an excellent rating for its overall relevance for career guidance, while the other three gave it a good rating.

Typing. The evaluation form used for this course, and a summary of expert answers are given in Appendix XIII.

The typing presentation was considered to be appropriate for grade eight students by all the evaluators, and each evaluator also felt that the aims of the course, activities, the setting, tools, machinery, and equipment were dealt with adequately. Three of the evaluators felt that the projects were handled in enough detail, but one of them was unsure in this area. Two evaluators said that the career area was looked after properly, but the other two felt that it should have had more detail. Four of the evaluators gave it a good rating as to its technical quality. One evaluator rated it as being excellent for its overall relevance for career guidance, while two others gave it a good rating. The final evaluator gave it a poor rating here because he felt the careers needed greater emphasis.

Woodworking. The evaluation form used for this course, and a summary of expert answers are given in Appendix XIV.

All of the evaluators felt that the woodworking presentation was appropriate for grade eight students, and that it satisfied the requirements as far as the aims of the course, activities, setting, tools, machinery, equipment, projects, and careers were concerned. One evaluator rated it as being excellent for its technical quality, while two others rated it as good. One other evaluator rated it as being fair because some slides were on the screen for too long a period of time. Two of the evaluators rated it as being excellent in its overall relevance for career guidance, while the other two gave it a good rating.

IV. EVALUATION SUMMARY

Generally, the information package, annotated bibliography, and the woodworking presentation as it was evaluated by grade eight and grade nine students were judged very favourably. With the expert evaluation of the slide-tape presentations, some were judged weaker than others, but all were acceptable for the purposes for which they were designed.

In the cases where it was possible, the comments received from the evaluators were taken into consideration to improve the products.

SECTION V

CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

By its nature, this project employs a great deal of audio-visual material. To use this material a certain amount of audio-visual equipment is necessary. The first part of this section will describe some of the necessary equipment. The second part of this section explains the limitations of the project. The last part of the section is concerned with recommendations. These include recommendations for use, for improvement of the products, and general recommendations.

I. EQUIPMENT NEEDED

The information package does not require any special equipment. For the use of the materials in the annotated bibliography, however, different equipment will be needed for using different materials. In order to make use of the films, a 16 mm film projector will be necessary. For the filmstrips a 35 mm filmstrip projector is required. When tapes are used, a reel to reel tape recorder is necessary. In a few instances there are recordings, and in this case a record player is a must.

With the slide tape presentations, special

equipment is required. First, a slide projector is needed to show the slides. The particular slide projector required here is a slide carousel projector with an attachment for sound. In order for the tapes to be used properly, a reel to reel stereo tape recorder is needed. To make the operation of the slides automatic, a carousel sound synchronizer unit is also required.

II. LIMITATIONS

Time was a limiting factor in the preparation of this project because the materials had to be ready for the school year beginning in September of 1973. In this respect, some of the slides are not as comprehensive of the course contents as they might have been.

The technical quality of the slide-tape presentations is a limiting factor. Reliance on amateur photography and sound recording has been a limitation in this instance.

The amount of money made available for a project of this kind was also a limiting factor. Even if money were available in the first case, a considerable amount would also be necessary in order to get the project into the schools where it can do the most good.

Pre-vocational course content can be expected to change from year to year and with different instructors. As well, new and more up to date materials will be brought

into the Department of Education, Audio-Visual Division. These factors may cause the present materials to become outdated in a short time.

III. RECOMMENDATIONS

Following are the recommendations which would make the project have maximum use for 1973-74, and which would help to ensure that it will be useful in the future.

Recommendations for Use

1. The main use for the products produced by this project is to fit into a guidance program in the schools, specifically those schools that are affected by the pre-vocational program. This entails that money be made available for duplication of the products, and if necessary, for audio-visual equipment.
2. The information package and particularly the slide-tape presentations could be useful for public relations purposes. They could be used as tools to allow interested parties to gain insight into the pre-vocational program at the District Vocational School for Conception Bay South.
3. The information package was designed to be used by teachers and counsellors, but another real

value would be to have it drawn up into a handbook with appropriate adaptations for use by grade eight and grade nine pre-vocational students in their guidance programs.

4. The information brought together in the annotated bibliography could be of use in any career guidance program. Therefore, copies should be made available to all guidance counsellors in Newfoundland.
5. If the pre-vocational program is extended to other areas of Newfoundland, it is recommended that the materials produced by this project be examined for use in these areas.

Recommendations for Improvement of the Products

1. If the appropriate audio-visual equipment cannot be made available for the slide-tape presentations, they should be revised into a written script with slides. When a slide projector and an ordinary reel to reel recorder are available, the slide-tape presentations can be revised into ordinary tapes with slides and a written script so that the user can change the slides manually when it is indicated by the script. Sometimes a 35 mm filmstrip projector is available in the schools. If this is the case, and it is not possible to get

the necessary equipment for the presentations, 35 mm filmstrips could be made with written scripts.

2. This project was not undertaken as a technical presentation. With the slide-tape presentations, however, improvements could be made in the sound, and some of the slides could be retaken to improve their quality.
3. It would improve the slide-tape presentations considerably if people in the actual occupations were filmed for inclusion in the career areas being discussed on the tapes.
4. The materials on the typing course should be completely revised subsequent to the implementation of the new business fundamentals format.
5. Before the slide-tape presentation on electronics is presented to students, it is recommended that it be re-edited.

General Recommendations

1. Provision should be made to periodically bring the materials in the three products up to date when they become obsolete.
2. The audio-visual materials available from the Newfoundland Department of Education, Audio-Visual Division on many of the occupations are quite old. This is especially true of many of the filmstrips.

It is necessary for somebody associated with guidance to keep this area up-to-date for use by Newfoundland teachers and counsellors.

RELATED LITERATURE

RELATED LITERATURE

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APPENDICES

APPENDIX I

INFORMATION PACKAGE EVALUATION SHEET

1. Would this package be of use to you in helping grade eight students make pre-vocational course choices?

Yes _____

No _____

Comments: _____

2. Would this package be of use to you in an overall career guidance program?

Yes _____

No _____

Comments: _____

3. Do you think that this package has possibilities for being drawn up into a handbook for grade eight and nine students?

Yes _____

No _____

Comments: _____

4. Do you have any suggestions for improvement of the package?

Yes _____

No _____

Comments: _____

5. Further Comments: _____

APPENDIX II

ANNOTATED BIBLIOGRAPHY EVALUATION SHEET

1. Would this bibliography be of use to you in selecting materials to help grade eight students make pre-vocational course choices?

Yes _____

No _____

Comments: _____

2. Would this bibliography be of use to you in selecting materials for an overall career guidance program?

Yes _____

No _____

Comments: _____

3. Should more information be given in the annotation?

Yes _____

No _____

Comments: _____

4. Do you have any suggestions for improvement of the bibliography?

Yes _____

No _____

Comments: _____

5. Further Comments: _____

APPENDIX-III
EVALUATION SHEET

Grade IX

1. Does this presentation show the course as it really is?

Yes _____

No _____

2. Would presentations such as these have helped you to decide what pre-vocational courses you would have done in Grade IX?

Yes _____

No _____

3. In this presentation, is there anything that should be given greater emphasis? If so, what?

4. In this presentation, is there anything that should be given less emphasis? If so, what?

5. Do you have any suggestions for improvement of the presentation?

6. Further Comments:

APPENDIX IV

EVALUATION SHEET

Grade VIII

1. Have you already taken part in guidance activities concerning the courses you will take at the Trade School next year?

Yes _____ No _____

2. Does the presentation give you a better idea of what this course is about?

Yes _____ No _____

3. Would presentations such as this have helped you to decide what pre-vocational courses you would do for the coming year?

Yes _____ No _____

4. Do you have any suggestions for improvement of the presentation?

5. Further Comments:

APPENDIX V
EVALUATION SHEET

Title: Agriculture

1. Would this presentation be appropriate for Grade VIII students?

Yes 4 No 0

Comments: _____

2. Does this presentation cover the aims of the course adequately?

Yes 3 No 0 Unsure 1

Comments: _____

3. Does this presentation cover the course activities adequately?

Yes 4 No 0

Comments: _____

4. Does this presentation cover the setting and the tools, machinery or equipment used in the course?

Yes 4 No 0

Comments: _____

5. Does this presentation cover the projects adequately?

Yes 4 No 0

Comments: _____

6. Does this presentation cover the career area adequately?

Yes 3 No 0 Unsure 1

Comments: _____

7. What is your rating of this presentation as to its technical quality?

Excellent 1 Good 3 Fair _____ Poor _____

Comments: _____

8. How do you rate this presentation as to its overall relevance for career guidance?

Excellent 1 Good 2 Fair 1 Poor _____

Comments: _____

Please feel free to use the reverse side if you wish to make any further comments.

APPENDIX VI
EVALUATION SHEET

Title: Beauty Culture

1. Would this presentation be appropriate for Grade VIII students?

Yes 4 No 0

Comments: _____

2. Does this presentation cover the aims of the course adequately?

Yes 4 No 0

Comments: _____

3. Does this presentation cover the course activities adequately?

Yes 4 No 0

Comments: _____

4. Does this presentation cover the setting and the tools, machinery or equipment used in the course?

Yes 4 No 0

Comment: _____

5. Does this presentation cover the projects adequately?

Yes 4 No 0

Comments: _____

6. Does this presentation cover the career area adequately?

Yes 3 No 0 Unsure 1

Comments: _____

7. What is your rating of this presentation as to its technical quality?

Excellent 4 Good Fair Poor

Comments: _____

8. How do you rate this presentation as to its overall relevance for career guidance?

Excellent 3 Good 1 Fair Poor

Comments: _____

Please feel free to use the reverse side if you wish to make any further comments.

APPENDIX VII
EVALUATION SHEET

Title: Cooking

1. Would this presentation be appropriate for Grade VIII students?

Yes 4 No 0

Comments: _____

2. Does this presentation cover the aims of the course adequately?

Yes 4 No 0

Comments: _____

3. Does this presentation cover the course activities adequately?

Yes 4 No 0

Comments: _____

4. Does this presentation cover the setting and the tools, machinery or equipment used in the course?

Yes 4 No 0

Comments: _____

5. Does this presentation cover the projects adequately?

Yes 4 No 0

Comments: _____

6. Does this presentation cover the career area adequately?

Yes 4 No 0

Comments: _____

7. What is your rating of this presentation as to its technical quality?

Excellent 2 Good 2 Fair _____ Poor _____

Comments: _____

8. How do you rate this presentation as to its overall relevance for career guidance?

Excellent 2 Good 2 Fair _____ Poor _____

Comments: _____

Please feel free to use the reverse side if you wish to make any further comments.

APPENDIX VIII
EVALUATION SHEET

Title: Drafting

1. Would this presentation be appropriate for Grade VIII students?

Yes 4 No 0

Comments: _____

2. Does this presentation cover the aims of the course adequately?

Yes 3 No 0 Unsure 1

Comments: _____

3. Does this presentation cover the course activities adequately?

Yes 4 No 0

Comments: _____

4. Does this presentation cover the setting and the tools, machinery or equipment used in the course?

Yes 4 No 0

Comments: _____

5. Does this presentation cover the projects adequately?

Yes 3 No 0 Unsure 1

Comments: _____

6. Does this presentation cover the career area adequately?

Yes 3 No 0 Unsure 1

Comments: _____

7. What is your rating of this presentation as to its technical quality?

Excellent _____ Good 3 Fair 1 Poor _____

Comments: _____

8. How do you rate this presentation as to its overall relevance for career guidance?

Excellent 2 Good 2 Fair _____ Poor _____

Comments: _____

Please feel free to use the reverse side if you wish to make any further comments.

APPENDIX IX
EVALUATION SHEET

Title: Electronics

1. Would this presentation be appropriate for Grade VIII students?

Yes 2 No 1 Unsure 1

Comments: _____

2. Does this presentation cover the aims of the course adequately?

Yes 1 No 2 Unsure 1

Comments: _____

3. Does this presentation cover the course activities adequately?

Yes 2 No 2

Comments: _____

4. Does this presentation cover the setting and the tools, machinery or equipment used in the course?

Yes 4 No 0

Comments: _____

5. Does this presentation cover the projects adequately?

Yes 3 No 1

Comments: _____

6. Does this presentation cover the career area adequately?

Yes 2 No 2

Comments: _____

7. What is your rating of this presentation as to its technical quality?

Excellent _____ Good 2 Fair 2 Poor _____

Comments: _____

8. How do you rate this presentation as to its overall relevance for career guidance?

Excellent _____ Good 1 Fair 3 Poor _____

Comments: _____

Please feel free to use the reverse side if you wish to make any further comments.

APPENDIX X
EVALUATION SHEET

Title: Home Management

1. Would this presentation be appropriate for Grade VIII. students?

Yes 4 No 0

Comments: _____

2. Does this presentation cover the aims of the courses adequately?

Yes 4 No 0

Comments: _____

3. Does this presentation cover the course activities adequately?

Yes 4 No 0

Comments: _____

4. Does this presentation cover the setting and the tools, machinery or equipment used in the course?

Yes 4 No 0

Comments: _____

5. Does this presentation cover the projects adequately?

Yes 4 No 0

Comments: _____

6. Does this presentation cover the career area adequately?

Yes 4 No 0

Comments: _____

7. What is your rating of this presentation as to its technical quality?

Excellent _____ Good 4 Fair _____ Poor _____

Comments: _____

8. How do you rate this presentation as to its overall relevance for career guidance?

Excellent 3 Good _____ Fair 1 Poor 2

Comments: _____

Please feel free to use the reverse side if you wish to make any further comments.

APPENDIX XI
EVALUATION SHEET

Title: Metal Working

1. Would this presentation be appropriate for Grade VIII students?

Yes 4 No 0

Comments: _____

2. Does this presentation cover the aims of the course adequately?

Yes 4 No 0

Comments: _____

3. Does this presentation cover the course activities adequately?

Yes 4 No 0

Comments: _____

4. Does this presentation cover the setting and the tools, machinery or equipment used in the course?

Yes 4 No 0

Comments: _____

5. Does this presentation cover the projects adequately?

Yes 4 No 0

Comments: _____

6. Does this presentation cover the career area adequately?

Yes 4 No 0

Comments: _____

7. What is your rating of this presentation as to its technical quality?

Excellent 1 Good 3 Fair Poor

Comments: _____

8. How do you rate this presentation as to its overall relevance for career guidance?

Excellent 3 Good 1 Fair Poor

Comments: _____

Please feel free to use the reverse side if you wish to make any further comments.

APPENDIX XII
EVALUATION SHEET

Title: Sewing

1. Would this presentation be appropriate for Grade VIII students?

Yes 4 No 0

Comments: _____

2. Does this presentation cover the aims of the course adequately?

Yes 4 No 0

Comments: _____

3. Does this presentation cover the course activities adequately?

Yes 4 No 0

Comments: _____

4. Does this presentation cover the setting and the tools, machinery or equipment used in the course?

Yes 4 No 0

Comments: _____

5. Does this presentation cover the projects adequately?

Yes 4 No 0

Comments: _____

6. Does this presentation cover the career area adequately?

Yes 4 No 0

Comments: _____

7. What is your rating of this presentation as to its technical quality?

Excellent 1 Good 3 Fair _____ Poor _____

Comments: _____

8. How do you rate this presentation as to its overall relevance for career guidance?

Excellent 1 Good 3 Fair _____ Poor _____

Please feel free to use the reverse side if you wish to make any further comments.

APPENDIX XIII
EVALUATION SHEET

Title: Typing

1. Would this presentation be appropriate for Grade VIII students?

Yes 4 No 0

Comments: _____

2. Does this presentation cover the aims of the course adequately?

Yes 4 No 0

Comments: _____

3. Does this presentation cover the course activities adequately?

Yes 4 No 0

Comments: _____

4. Does this presentation cover the setting and the tools, machinery or equipment used in the course?

Yes 4 No 0

Comments: _____

5. Does this presentation cover the projects adequately?

Yes 3 No 0 Unsure 1

Comments: _____

6. Does this presentation cover the career area adequately?

Yes 2 No 2

Comments: _____

7. What is your rating of this presentation as to its technical quality?

Excellent 1 Good 4 Fair 1 Poor 1

Comments: _____

8. How do you rate this presentation as to its overall relevance for career guidance?

Excellent 1 Good 2 Fair 1 Poor 1

Comments: _____

Please feel free to use the reverse side if you wish to make any further comments.

APPENDIX XIV

EVALUATION SHEET

Title: Woodworking

1. Would this presentation be appropriate for Grade VIII students?

Yes 4 No 0

Comments: _____

2. Does this presentation cover the aims of the course adequately?

Yes 4 No 0

Comments: _____

3. Does this presentation cover the course activities adequately?

Yes 4 No 0

Comments: _____

4. Does this presentation cover the setting and the tools, machinery or equipment used in the course?

Yes 4 No 0

Comments: _____

5. Does this presentation cover the projects adequately?

Yes 4 No 0

Comments: _____

6. Does this presentation cover the career area adequately?

Yes 4 No 0

Comments: _____

7. What is your rating of this presentation as to its technical quality?

Excellent 1 Good 2 Fair 1 Poor _____

Comments: _____

8. How do you rate this presentation as to its overall relevance for career guidance?

Excellent 1 Good 2 Fair _____ Poor _____

Comments: _____

Please feel free to use the reverse side if you wish to make any further comments.

